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ABSTRACT

Project Esperanza supplemented the basic special education program for handicapped students with limited English proficiency (LEP) by providing (1) staff training and consultation, (2) materials development, identification, and evaluation, (3) assistance in the diagnosis of educational needs and the prescription of instructional strategies, (4) direct individualization of instruction, and (5) outreach services. During 1982-83, the project's third and final year, 515 students were served in 28 elementary, intermediate and secondary schools in New York City. Project staff included a project coordinator, two resource specialists, a curriculum specialist, two educational assistants, and two family assistants. Analysis of data from pupil achievement measures, program records, and interviews and observations lead to the overall conclusion that Project Esperanza provided an effective, comprehensive program of supplementary services that promoted the academic development of handicapped LEP students. All program objectives for pupil achievement were attained: proposed criteria were met in English and Spanish reading, oral-English proficiency, mathematics, and cultural heritage. The project objective for teacher training was also attained. After participating in teacher workshops, classroom teachers demonstrated proficiency in developing culturally-relevant individualized lessons for bilingual special education students. The objective for parent involvement was not attained, despite efforts by project staff and improvement over previous cycles. Relative to many other projects for similar populations, however, a moderate degree of parent participation was achieved. (Author)

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PROJECT ESPERANZA

1982-83

OEE Evaluation Report

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UD023631

ANNUAL EVALUATION REPORT

E.S.E.A. TITLE VII

PROJECT ESPERANZA

1982-83

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A SUMMARY OF THE REPORT

Project Esperanza supplemented the basic special education program for handicapped students with limited English proficiency (L.E.P.) by providing (1) staff training and consultation, (2) materials development, identification, and evaluation, (3) assistance in the diagnosis of educational needs and the prescription of instructional strategies, and (4) direct individualization of instruction, and (5) outreach services.

During 1982-83, the project's third and final year, 515 students were served in 28 elementary, intermediate, and secondary schools. Project staff included a project coordinator, two resource specialists, a curriculum specialist, two educational assistants, and two family assistants.

The analysis of data from pupil achievement measures, program records, and interviews and observations lead to the overall conclusion that Project Esperanza again provided an effective, comprehensive program of supplementary services that promoted the academic development of handicapped L.E.P. students.

All of the program objectives for pupil achievement were attained; the proposed criteria were met in English and Spanish reading, oral-English proficiency, mathematics, and cultural heritage.

The project objective for teacher training was also attained. After participating in teacher workshops, classroom teachers demonstrated proficiency in developing culturally-relevant individualized lessons for bilingual special education students.

The objective for parent involvement was not attained, despite efforts by project staff. There was, however, an improvement over previous cycles, and, relative to many other projects for similar populations, a moderate degree of parent participation was achieved.

The following are recommendations for improving the effectiveness of program services: continue to recruit qualified bilingual special education teachers; continue efforts to identify or develop appropriate curriculum materials and assessment instruments; and continue efforts to involve parents.

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I. INTRODUCTION

This report presents the findings of the evaluation of the third and final year of Project Esperanza, funded under E.S.E.A. Title VII. This program provided supplemental instruction, staff training, resource assistance, and out-reach services to support the special education program for handicapped Spanish-speaking pupils with limited English proficiency (L.E.P.).

Project Esperanza was designed to assist the Division of Special Education (D.S.E.) of the New York City Public Schools in effectively meeting the educational needs of special education L.E.P. students who had not previously been served in a Title VII bilingual special education program. Population projections based on a census by D.S.E. estimated that by 1983, the number of handicapped L.E.P. students in the New York City Public Schools would increase to approximately 10 thousand. To provide appropriate educational services for this population, D.S.E. marshalled efforts to identify these students and increase the number of self-contained, bilingual special education classes. Project Esperanza's mission was to provide comprehensive supplementary services to assure the quality of the expanding bilingual special education program.

In 1980-81, its first year of operation, Project Esperanza served approximately 300 students whose basic educational program was provided in 25 bilingual special education classes in 20 schools. All of the program objectives for pupil achievement were attained; the proposed criteria were met in English and Spanish reading, oral-English proficiency, mathematics, and cultural heritage. The high school-level population demonstrated

larger gains than the elementary- or middle-school students in Spanish reading, mathematics, and cultural heritage; however, the high school students also showed a higher rate of truancy. The elementary-school students showed significantly larger gains in oral-English proficiency than the middle- or high-school students.

The project objective for teacher training was also attained. After participating in teacher workshops, classroom teachers demonstrated proficiency in developing individual instructional objectives as the focus of a diagnostic-prescriptive teaching approach. Despite repeated and varied efforts by project staff, the objective for parent involvement was not attained.

During 1981-82, the second year of the project, 458 students were served, an increase of 38 percent. Students attended 44 bilingual special education classes in 28 schools. All of the program objectives for pupil achievement were attained, as they had been during the first year of the project. The proposed criteria were met in oral-English proficiency, mathematics, and cultural heritage. Reversing the pattern observed during the first year, the elementary school population made the greatest gains in Spanish reading, mathematics, and cultural heritage, and high school students made the greatest gains in oral-English proficiency.

Teacher-training objectives were also attained; teachers continued to show proficiency in developing individual instructional objectives in the implementation of a diagnostic-prescriptive approach. As in the previous year, only moderate success was seen in attempts to increase parental involvement, despite the additional efforts of the National Origin

Desegregation Assistance Center.

Project Esperanza for 1982-83 was evaluated by the Office of Educational Evaluation (O.E.E.) through the collection and analysis of data from pupil achievement tests, program records of parent participation and staff training, and interviews and observations concerning the level and quality of program implementation. These data were analyzed in order to address the following evaluation questions:

- How successfully did the program meet its annual student achievement and staff and parent training objectives?
- What were the bilingual tax-levy staff's perceptions of the program's resource services?

The following chapters present the findings of the evaluation. Chapter II provides a description of the program and the evaluation of program implementation; Chapter III addresses the level of attainment of program objectives; and Chapter IV presents conclusions and recommendations.

II. EVALUATION OF PROGRAM IMPLEMENTAION

DESCRIPTION

Project Esperanza supplemented the basic special education program for handicapped L.E.P. students by providing (1) staff training and consultation, (2) materials development, identification, and evaluation, (3) assistance in the diagnosis of educational needs and the prescription of instructional strategies, (4) direct individualization of instruction, and (5) outreach services.

In the project's third and final year of operation, the basic educational program was again provided in self-contained classes staffed by tax-levy teachers in the ratio of one teacher to 12 students. The target population had never been served by other D.S.E. Title VII or Chapter 720 programs. Participating students were either recently identified as handicapped L.E.P. students or drawn from a waiting list. Program referrals were made by school-based support teams, Committees on the Handicapped, special-class and crisis-intervention teachers, and school clinical staff.

Pupil-centered objectives of the program focused on gains in reading in English and Spanish, mathematics, oral English-language competence, and cultural heritage. Other program objectives included involving parents in the program and improving the instructional skills of classroom teachers.

The program was comprised of four principal components: resource services; direct pupil instruction; staff development; and parent involvement. The following sections present the findings of interviews conducted at nine project sites. Staff interviewed were thirteen bilingual special

education teachers and two educational assistants, as well as the Esperanza project coordinator and two resource specialists.

FINDINGS

Level of Implementation

During the 1982-83 academic year, Project Esperanza served 515 students, an increase of 11 percent over the previous year's cycle. Participating students attended 44 bilingual special education classes in 28 schools located in Manhattan, the Bronx, Brooklyn, and Queens. In addition to the elementary, intermediate, and junior high schools for which the program was designed, program sites were also located in two high schools and one Occupational Training Center.

All of the project staff were funded under a Title VII grant; most were hired during the first program cycle. The project coordinator supervised and coordinated the organization and implementation of the program, and was responsible for fiscal management, as well. A curriculum specialist developed curriculum materials and instructional objectives for students and a training program for parents, and demonstrated the program-developed curriculum to the resource specialists. Two resource specialists assisted the classroom teachers in student assessment, instructional planning, and identifying and using instructional materials; in addition, they offered classroom demonstrations and conducted workshops for participating teachers and educational assistants. Two bilingual family assistants served as liaisons between the school and the students' homes and assisted at the parent workshops, and two itinerant educational assistants aided teachers in preparation of materials and in individual and small group

instruction.

Finally, regional-level, tax-levy bilingual special education staff assisted in the coordination of Esperanza tasks in each of the regions, particularly parent and staff training.

Resource Services

Consultation. The resource specialists, who trained and assisted the classroom teachers and educational assistants, played an important role in providing on-site support. During regular visits to the classrooms, they provided direct, on-the-spot consultation to bilingual special education teachers concerning program-developed and commercial materials, learning problems of individual students as observed in the classroom or as reflected by the tests, and development and implementation of each student's individualized education program (I.E.P.). In addition, they offered advice on classroom management and organization.

With only one exception, all of the teachers expressed appreciation for the competent, task-oriented consultations provided by the resource specialists; they were extremely interested in seeing the consultations continue. Many teachers described the program staff as "supportive" and "accessible".

Curriculum Guide. One of the goals of the three year Project Esperanza program was to develop a curriculum guide to be used by teachers in the instruction of their bilingual special education students. The distribution of the guide was to take place in the spring of the third year of the project. The final version of the guide was presented to all teachers working in the project during April of 1983. However, teachers had been

introduced to the Esperanza curriculum on an ongoing basis throughout the three years, either during workshops or individually by the resource specialists. Thus, they had been working with drafts of the guide for the duration of the project.

Teachers were asked to comment on the value of the curriculum guide. Eleven of the 13 teachers praised the guide for its innovative lessons which integrated a number of learning areas in each lesson. Over half of the teachers reported that students had benefited from the math curriculum and the corresponding tests. A majority also singled out the development of cultural identify as an important aspect of the program and felt that it helped promote a more positive self-image in students.

The major suggestion for improvement of the guide was for expansion of materials provided for each lesson. Although an abundance of materials were provided, because of the heterogenity in students' background and skills, some teachers felt the guide should represent a larger variety of Hispanic cultures across a wider range of educational levels.

Direct Instruction and Student Assessment

Educational assistants, whose time was shared by a number of classrooms in their assigned schools, helped to provide individual and small group instruction under a teacher's direction. The focus of instruction was on the individual student's learning needs, including the development of a positive cultural identity. Classroom teachers reported that they initially communicated with students in Spanish, their dominant language, while

helping them to expand their vocabulary and to develop linguistic and other academic skills in English.

According to teachers, the assessment devices were an effective means of diagnosing problems and providing individual learning objectives. The math and reading tests, in combination with the curriculum, were seen by teachers as particularly positive aspects of the program.

Staff Development

Ten of the 14 bilingual special education teachers reported that they had been introduced to the Esperanza program during an orientation session at which a number of other bilingual programs were also introduced. Only four teachers reported not having received an orientation session. In addition to the orientation sessions, teacher-training workshops were offered about once every three months, usually consisting of a lecture, a discussion, and hands-on experience. Information provided at these workshops included: the administration of Esperanza-related tests; the use of test results to diagnose the problems of individual students and to establish learning objectives for them, as well as how to follow through in classroom instruction; discussion of the activities presented in the Esperanza cultural heritage curriculum, including the development of activities to teach a particular theme, and methods of combining learning objectives within one activity; discussion of discipline and classroom management; and discussion of how to improve parent involvement and parent-teacher communication in the program.

All twelve of the 13 special education teachers interviewed expressed strong satisfaction with the workshops and wished to see them continue;

however, one teacher felt that she was already familiar with the concepts presented at the workshops. In addition to the development of skills and materials for teaching bilingual special education students, teachers reported that the opportunities to exchange ideas and experiences was valuable and contributed to their sense of confidence.

Parent Involvement

Parent involvement in the program was promoted through a series of workshops, a Parent Advisory Council, and the activities of the bilingual family assistants. Workshops covered a variety of topics of interest to parents including: the law and parents' rights; the evaluation process and the role of S.B.S.T. and C.O.H.; D.S.E. philosophy, programs, and services; the I.E.P.; activities for parents to do at home with their children, the Language Arts Resource Guide, and the Parent Curriculum Guide; and information on public housing and social services. Staff interviews indicated that efforts were made to secure parent participation; as in the previous program cycles, all parents of program students were invited to attend the workshops through letters and phone calls, and baby-sitting and transportation were provided. Although there was improvement over the previous cycle, parent involvement was again less than hoped for. (See Chapter III.) In addition to the Esperanza staff, regional-level, tax-levy bilingual special education staff assisted in parent outreach in some regions.

Teachers gave a number of possible reasons for the lack of involvement by parents, including the unsafe environments of the schools and parents' lack of education, which led to their feeling intimidated by the schools.

Suggestions offered to increase parent involvement in the future included increasing the number of phone contacts and home visits prior to parent meetings at the school, and holding parent meetings in the school attended by their children.

III. EVALUATION OF THE ATTAINMENT OF PROGRAM OBJECTIVES

Project Esperanza was designed to attain seven program objectives. Five of these objectives concerned pupil achievement, one concerned parent participation, and one involved mastery of teaching skills in response to staff development. The following sections present the objectives of the program, the methods of evaluation, and the findings, preceded by a description of the student population. Because of the individualized nature of the program, instruction varied according to the student's needs. Consequently, the numbers of students for whom achievement data were reported and analyzed differ somewhat among content areas.

Description of The Population

Classroom teachers reported descriptive, attendance, and achievement data for 515 students on O.E.E.-designed data retrieval forms. Students ranged in age from seven to 21 years; the mean age was 13.0 (S.D. = 3.0). One-half (50 percent) of the students were in elementary schools, 31 percent were in intermediate and junior high schools, and 19 percent were in high schools and Occupational Training Centers.

Nearly three-fourths (73 percent) of the students were classified as learning disabled and were served in Health Conservation 30 classes (H.C. 30), and 20 percent were in classes for educable mentally retarded. The remaining students were neurologically impaired and emotionally handicapped, or emotionally handicapped.

Nearly all (503 or 98 percent) of the students entered the program during September, 1982; the other 12 pupils entered in November. The

number of sessions attended ranged from a minimum of four to a maximum of 185. The mean number of sessions attended, at the rate of five sessions per week, was 123.4 (S.D. = 33.8); the median was 140.3 The mean percentage attendance was 75.3 percent (S.D. = 24.7).

A breakdown of attendance by school level showed similar patterns of attendance for elementary students (M = 131.7, S.D. = 38.5), intermediate and junior high school students (M 115.3, S.D. = 31.8), and high school students (M = 115.7, S.D. = 43.8).

OBJECTIVE 1. ENGLISH-READING MASTERY

An objective of Project Esperanza was to promote mastery of skills in English reading by those students who demonstrated the ability to profit from instruction in English as a second language. Specifically, the objective proposed that by June 15, 1983, 70 percent of the students receiving instruction in English would master four new reading objectives, as measured by the Prescriptive Reading Inventory (P.R.I.). The P.R.I. measures skills in the areas of readiness, phonology, structural analysis, and comprehension. Test administration was ongoing, i.e., each student was tested immediately after instruction in a specific skill.

To determine whether the objective was attained, a frequency distribution of the number of skills mastered by students receiving English-reading instruction was prepared. According to these data, which are presented in Table 1, 200 or 93.3 percent of the 217 students receiving English instruction attained the four-skill criterion; the mean number of skills mastered was 6.1 (S.D. = 2.6) and the mode was five skills.

Table 1

Frequency Distribution of Mastery of Objectives in English Reading[a]

Number of Objectives Mastered	Number of Students	Relative Percent	Cumulative Percent
10 or more	28	13.4	13.4
9	10	4.6	18.0
8	13	6.0	24.0
7	12	5.5	29.5
6	47	21.7	51.2
5	60	7.7	78.9
4	23	13.4	93.3
3	6	2.8	96.1
2	4	1.8	97.9
1	6	2.8	99.7
0	1	0.5	100.2[b]
	217		

[a]Measured by the Prescriptive Reading Inventory.
[b]Exceeds 100 percent due to rounding.

- Over 93 percent of the students mastered four or more English-reading skills. Accordingly, the criterion of 70 percent was exceeded.

the objective for English reading mastery was attained.

Analyses of mastery by school level indicated some variability in attainment of the four-skill criterion. Specifically, 98 out of 105 (95 percent) of the elementary students, and 45 out of 46 (98 percent) of the high school students mastered four or more new skills, but only 52 out of 66 (78 percent) of the intermediate and junior high school students did so. A further analysis of the types of objectives mastered indicated that readiness accounted for 30.8 percent of the objectives attained by all students, phonology accounted for 28.8 percent, structural analysis for 22.1 percent, and comprehension for 18.2 percent.

There was a statistically significant relationship between the mastery of English reading skills and program attendance ($r = .36$; $p < .01$). Attendance accounted for 10 percent of the shared variance at the elementary school level ($r = .32$, $p < .01$), six percent at the intermediate and junior high school level ($r = .40$, $p < .01$) and 23 percent at the high school level ($r = .48$, $p < .01$). Accordingly, gains in English reading appeared to be positively related to program attendance.

OBJECTIVE 2. SPANISH READING MASTERY

The program objective in Spanish reading stated that by June 15, 1983, 70 percent of the participating students receiving instruction in Spanish would master four skills. The objective was measured through ongoing administration of the Spanish Developmental Reading Program (Leamos).

Table 2 presents the frequency distribution of the number of Spanish-

Table 2

Frequency Distribution of Spanish-Reading Skills Mastered by Program Students[a]

Number of Objectives Mastered	Number of Students	Relative Percent	Cumulative Percent
11	53	23.5	23.5
10	12	5.3	28.8
9	11	4.9	33.7
8	9	4.0	37.7
7	10	4.4	42.1
6	42	18.6	60.7
5	29	12.8	73.5
4	18	8.0	81.5
3	12	5.3	86.8
2	17	7.5	94.3
1	8	3.5	97.8
0	5	2.2	100.0
	226		

[a]Measured by the Leamos Test of Spanish Reading.

- More than 81 percent of the students mastered at least four new skills. Accordingly, the 70 percent criterion was exceeded.

reading skills mastered by program students. Mastery ranged from a minimum of no objectives for five students to a maximum of 11 objectives for 53 students. The mean was 6.6 (S.D. = 3.3) with a median of 6.1 and a mode of 11 skills. More than 81 percent of the 226 students instructed in Spanish reading attained the four-skill criterion. Accordingly, the objective was surpassed.

To determine whether the program had a differential effect upon student mastery of Spanish-reading skills by school level, the percentage of students attaining the four-skill criterion was determined for the elementary, middle, and high school populations. Results indicated that 121 of the 135 elementary students (89.6 percent) and 25 of the 34 high school students (73.5 percent) attained the criterion, but only 37 of the 56 intermediate and junior high school students (66.1 percent) did so. Nonetheless, the overall objective was attained.

To measure the relationship between amount of instruction and Spanish-reading-skills mastery, a Pearson product-moment correlation coefficient was computed between the number of objectives mastered and the number of program sessions attended. The observed correlation was statistically significant ($r = .44$, $p < .01$). Over 19 percent of the variance in number of Spanish-reading objectives was accounted for by program attendance.

This relationship was most pronounced at the high school level where attendance accounted for 36 percent of the shared variance ($r = .60$, $p < .01$), slightly lower for the intermediate and junior high school level (31 percent of the variance, $r = .56$, $p < .01$), and lowest at the elementary school level (15 percent, $r = .39$, $p < .01$).

OBJECTIVE 3. MASTERY OF MATHEMATICS SKILLS

The mathematics objective of Project Esperanza stated that by June 15, 1983, 70 percent of the participating students would demonstrate mastery of four of the selected math objectives which they had not mastered by September, 1982. The objective was measured through ongoing administration of the Diagnostic Mathematics Inventory (D.M.I.).

Table 3 presents a frequency distribution of the number of D.M.I. skills mastered by the project students instructed in mathematics. Data were reported for 450 students. Mastery of mathematics skills ranged from one skill for 22 students to 11 skills for 47 students. The mean was 5.6 (S.D. = 3.0), the median was 4.9, and the mode was four. Over 73 percent of the students attained the four-skill criterion. Accordingly, the objective was achieved.

Analyses of the percentage of students at each school level who attained the four-skill criterion again indicated variability. The criterion was attained by 80 percent of the elementary school students, or 192 out of 240; 74 percent of the high school students, or 61 out of 82; but only 61 percent of the middle school students, or 77 out of 127.

Of the skills mastered by all students, 32.5 percent were in basic computation operations of addition, subtraction, multiplication, and division of whole numbers. Measurement and geometry accounted for 14.8 percent of all objectives mastered; functional math, including concepts of money, time, and temperature, for 13.8 percent; preoperational skills such as counting and matching, for 8.9 percent; and fractions for 6.7 percent.

Table 3

Frequency Distribution of the Number of Mathematics Skills Mastered by Project Students[a]

Number of Objectives Mastered	Number of Students	Relative Percent	Cumulative Percent
11	47	10.4	10.4
10	23	5.1	15.5
9	27	6.0	21.5
8	23	5.1	26.6
7	24	5.3	31.9
6	38	8.4	40.3
5	72	16.0	56.3
4	76	16.9	73.2
3	68	15.1	88.3
2	24	5.3	93.6
1	22	4.9	98.5
0	6	1.3	99.8[b]
	450		

[a]Measured by the Diagnostic Mathematic Inventory
[b]Less than 100 percent due to rounding error.

- Over 73 percent of the students who received instruction in mathematics attained the four-skill criterion; the proposed value of 70 percent was surpassed.

The remaining objectives were distributed among a number of assessment areas including number theory and place value.

There was a statistically significant relationship between the mastery of math skills and program attendance for all participants (r = .45, P < .01). For the junior high and high school groups, this relationship was particularly strong as indicated by Pearson product-moment correlation coefficients of .61 and .64 (p < .01), respectively, between number of skills mastered and number of sessions attended. Attendance accounted for 37 and 41 percent of the variance in math mastery and thus, gains in mathematics skills appeared to be related to program attendance for these groups.

OBJECTIVE 4. ORAL-ENGLISH PROFICIENCY

An objective of Project Esperanza proposed that participating students would demonstrate statistically significant growth (p < .05) in oral English. The objective was measured by comparisons of English-language samples taken during the fall and spring semesters. The samples consisted of the students' oral-English productions in response to the presentation of pictures that related to the program's curriculum. Stimuli were presented individually until ten sentences were produced. The average sentence length of these productions was scored in T units according to a technique adapted from the Basic Inventory of Natural Language (B.I.N.L.). The pre- and post-test scores were compared through a t test for correlated samples; scores were reported for 466 students. The average pre-test score was 4.8 T units ($S.D.$ = 2.7) and the average post-test score was 6.1 T units ($S.D.$ = 3.4). The mean gain of 1.3 T units was statistically

significant (t = 8.34, df = 465, $p < .01$). Accordingly, the objective was met.

To determine whether the gains in English-language scores differed significantly among students grouped by school level, a one-way analysis of covariance was applied to the post-test means by school level, controlling for differences in pre-test means. (See Table 4.) In contrast to previous cycles, no significant differences were found between school level in mastery of objectives in oral-English.

OBJECTIVE 5. MASTERY OF CULTURAL HERITAGE CURRICULUM

The fifth pupil objective stated that by June 15, 1983, 70 percent of the participating students would demonstrate mastery of four objectives of the cultural heritage curriculum. This objective was measured by a locally-developed cultural heritage assessment instrument. This criterion-referenced instrument was designed to measure mastery of specific skills in six cultural heritage areas: language arts, math, science, social studies, art, and music. Teachers also had the option of adding another category. Students were tested on two items for each area and thus, could master up to 14 objectives. Three levels of the instrument were constructed: elementary, intermediate, and advanced. Content validity of the instrument was demonstrated by judgements of D.S.E. staff and program personnel that the items on the instrument thoroughly represented the content of the program's cultural heritage curriculum. Test administration occurred in May, 1983; scores were reported for 423 students.

Table 5 presents the frequency distribution of the number of cultural heritage objectives mastered by the target population. Mastery ranged from a minimum of one skill, by three students, to a maximum of 14 skills

Table 4

Analysis of Covariance for Post-Test English-Language Scores by School Level

Source of Variation	d.f.	m
Covariates		
Pre-test Language Score	1	6807
Main Effect		
School Level	2	242
Residual	461	103
Total	464	118

*$p < .01$

n.s. = not significant

- After controlling for the effects of pre-test sco significant differences were found among the thre levels.

Table 5

Frequency Distribution of the Number of Cultural Heritage Objectives Mastered by Program Students[a]

Number of Skills Mastered	Number of Students	Relative Percent	Cumulative Percent
14	44	10.4	10.4
13	14	3.3	13.7
12	65	15.4	29.1
11	40	9.5	38.6
10	42	9.9	48.5
9	18	4.3	52.8
8	30	7.1	59.9
7	47	11.1	71.0
6	51	12.1	83.1
5	38	9.0	92.1
4	15	3.5	95.6
3	11	2.6	98.2
2	5	1.2	99.4
1	3	.7	100.1[b]
	423		

[a]Measured by locally-developed cultural heritage assessment instrument.
[b]Exceeds 100 percent due to rounding error.

- More than 95 percent of the students tested mastered at least four skills; the criterion of 70 percent was surpassed.

by 44 students. Students at all program levels surpassed the objective of mastering four or more cultural heritage objectives; 96.6 percent of the elementary school students did so, 94.4 percent of the intermediate school students, and 92.3 percent of the high school students.

Further analyses of these data indicated that most of the cultural heritage instruction was in academic areas. Nearly 97 percent of the students for whom cultural heritage data were reported mastered at least one language arts skill, 95 percent mastered at least one math skill, 93 percent mastered science skills, and 82 percent mastered social studies skills. Art and music skills were mastered by 73 percent and 50 percent, respectively.

The distribution of cultural heritage instruction followed a similar pattern for elementary and intermediate and junior high school students. For high school students, on the other hand, the distinction between academic and non-academic objectives was more pronounced; only half the students mastered art objectives and fewer than one-fifth mastered music objectives. (See Table 6.)

OBJECTIVES 6. PARENT INVOLVEMENT

The program objective for parent involvement was that by June, 1983, 50 percent of the parents of participating students would take part in two activities for parents. In order to determine whether the objective was met, program records of parent participation in program sponsored activities were examined. Records were available for 12 parent workshops and one Parent Advisory Council meeting. These records showed that average parent

Table 6

Number and Percentage of Students
At Each School Level Who
Mastered Cultural Heritage Skills in Each Area

Area	Elementary N = 236	Intermediate/ Junior High N = 122	High School N = 64	Total N = 423
Language Arts	231 (97.9)	118 (96.7)	60 (93.8)	410 (96.9)
Math	228 (96.6)	118 (96.7)	56 (87.5)	403 (95.3)
Science	225 (95.3)	112 (91.8)	57 (89.1)	395 (93.4)
Social Studies	207 (87.7)	101 (82.8)	38 (59.4)	346 (81.8)
Art	185 (78.4)	91 (74.6)	32 (50.0)	308 (72.8)
Music	165 (69.9)	74 (60.7)	9 (14.1)	248 (58.6)

- For all groups the most frequently taught cultural heritage objectives were in academic areas; about 90 percent or more of the students in each group mastered skills in language arts, math, or science.
- Skills in art and music were mastered by a majority of elementary, intermediate and junior high school students and by 50 percent or less of the high school students.

attendance was about 10. In all, 123 parents of participating students attended at least one activity, representing 24 percent of the target students. Of these, only four parents attended more than one activity, well short of the criterion of 50 percent. Accordingly, the objective was not attained.

Although the criterion was not achieved, it must be noted that parent participation improved substantially over the previous cycle when only about eight percent of the parents of program students attended at least one program-sponsored or -promoted activity.

OBJECTIVE 7. STAFF DEVELOPMENT

As part of its staff development component, Esperanza personnel conducted workshops for both program staff and tax-levy classroom teachers to develop their skills in special and bilingual education. The specific objective of this component was that by June, 1983, 80 percent of the participants would demonstrate mastery of one teaching skill per training session. The program provided three teacher-training workshops in 1982-83. Mean attendance was 29 staff. For each workshop, about three-fourths of those attending were participants and the rest were administrators, guests from other bilingual programs, or presenters.

In order to measure their mastery of teaching skills in response to the training, participants were asked to prepare individualized lessons incorporating information from the presentation; lessons included instructional objectives and materials. Participants worked together in small groups, wrote up the lessons, and then presented their ideas to the whole

group. All participants submitted written materials demonstrating mastery of the workshop presentation. Accordingly, the objective criterion of 80 percent was surpassed.

Participants in the three teacher-training workshops were also asked to fill out questionnaires concerning the workshops. These questionnaires, each of which had 12 items, assessed the quality and presentation of workshop objectives, activities, materials, and leader effectiveness. Responses indicated that the large majority of participants were quite pleased with the teacher-training workshops. With only two or three exceptions, all of the participants selected the highest or next-to-highest ratings for at least 11 of the 12 items. Most "average" or "poor" ratings were in response to an item which asked about length of time for participant questions.

IV. CONCLUSIONS AND RECOMMENDATIONS

The analyses of data from pupil achievement measures and program interviews and observations lead to the overall conclusion that Project Esperanza, in its final year of operation, continued to provide an effective, comprehensive program of supplementary services that has promoted the academic development of handicapped L.E.P. students. In its third year, the program served 515 students in 44 bilingual special education classes in 28 schools.

As in previous cycles, all of the program objectives for pupil achievement were attained; the proposed criteria were met in English and Spanish reading, oral-English proficiency, mathematics, and cultural heritage. The project objective for teacher training was also attained. In response to participation in teacher workshops, the classroom teachers demonstrated proficiency in developing lessons integrating cultural themes with academic skills. Despite repeated efforts by project staff and improved participation over previous cycles, the objective for parent involvement was again not attained.

Interviews and responses to questionnaires revealed that the program was highly successful in providing effective and valuable staff training. Teachers received individual consultations as well as workshop training in materials, methods for individualized assessment and instruction, and the use of an innovative, culturally-relevant curriculum.

The following recommendations are offered for the further enhancement of student gains and staff effectiveness:

- continue to recruit and place qualified bilingual special education teachers;
- continue to identify, adapt, or create appropriate curriculum materials and evaluation instruments;
- continue to identify, develop, and standardize new tests and procedures for measuring language development for special education students with limited English proficiency; and
- continue efforts to involve parents in instructional workshops and other school-related activities.